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ABSTRACT

This publication is a guide for designing programs to develop adult educator competencies as determined by other adult educators in Florida. The first section of the three-part publication explains the process of developing the list of essential competencies needed by adult educators, which makes up the second section of the document. The listing of adult educator competencies includes statements that describe the essential knowledge and skill desired for effective teaching of adults. Statements are classified into five broad areas (instructional skills, interprersonal relationships, curriculum design, perspectives of learning, community development); and each area includes two key statements. These key statements are general content guides for designing programs. The third section, Assessment, covers assessment in three formats: a self-assessment instrument for adult educators to reflect upon their own performance, and needs assessment instruments for both large and small groups. The guide is intended for use in developing staff training programs for adult educators. (KC)

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ED203012

A STAFF DEVELOPMENT MODEL FOR ADULT EDUCATORS

Process, Content, and Assessment

A Project Conducted By

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREFACE

Staff development is an essential part of lifelong learning for professionals who work with adults. The process of education involves continuing growth for the professional adult educator, and this material is part of that developing process.

The competencies identified through this work are designed for staff development and lifelong learning. They are not intended to completely describe or characterize the adult educator. They are "essential indicators" which point out the necessity for awareness and professional development on the part of the individual. The competencies were generated from a broad base of adult educators. These products were developed and refined through a "grass roots" process.

This project is unique to the field of adult education. It began with staff who thought the competencies they needed were not clearly articulated. Further, the process for developing or obtaining the competencies were either limited or not available through formal and traditional training programs. As a result, essential competencies were identified to assist individuals to assess their own needs and provide direction relating to professional and personal growth experiences. The assessment instruments are vehicles to identify and illustrate areas needing improvement. They are not to be used by administrators to evaluate staff relative to employment status. However, they may serve as administrative guides for staff development programs. Possible applications include one to one in a counseling setting between professionals; individual use for self-assessment; program-wide needs assessment; and state-wide needs assessment. The competencies and instruments may also enhance pre service programs and materials.

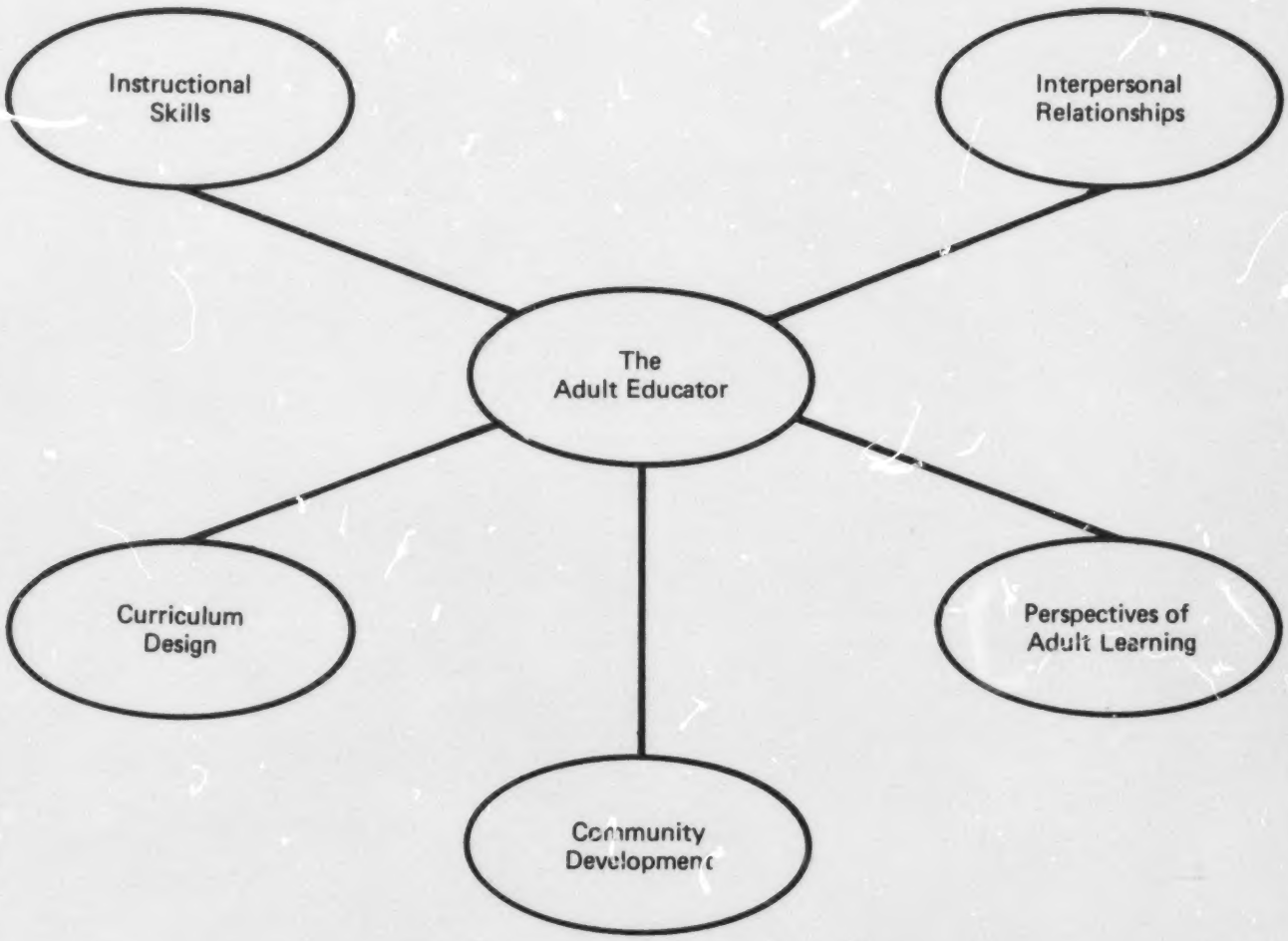
There will be program improvements through staff development. The more competent, capable, and professional, staff have become, the more successful the program will be. These materials are to promote staff development and improvement of adult instructional services.

It is our hope these materials will be of assistance to you in your personal and professional growth and responsibility.

Arthur W. Burrichter, Ed.D.

LIFELONG LEARNING IS

PERSONAL AND PROFESSIONAL GROWTH



A commitment to Adult Education is a commitment to learning for self and others.

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ACKNOWLEDGMENTS

Developing materials acceptable to those who will ultimately use them, is best accomplished when the consumer is involved in developmental efforts. Contributions of consumers serve to broaden perspectives and provide a means for ongoing evaluation of products during developmental stages. A major goal of this project was to provide staff training for adult educators while producing materials which eventually would impact a larger group or adult educators. The project staff wishes to acknowledge and thank the members of the advisory committee and Florida's adult educators for their participation and contributions.

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The competency listing refined by this project was developed through previous research directed by Dr. Thomas W. Mann, formerly of Florida Atlantic University.

INTRODUCTION

Adult education is a diverse educational endeavor. In the broadest sense it could be said that adult education encompasses any and all educational activities involving adults as learners. Adult education, therefore, would include the full scope of adult services provided by public agencies including public schools, colleges, universities, health and rehabilitative services, staff training programs for employees and a host of others. This view of adult education would also include the services of private educational institutions and staff training programs conducted in industrial settings. Adult education viewed in this sense would include learning experiences such as creditentialing classes for diplomas, certificates, degrees; workshops for employment training; inservice staff training; change orientation and technical awareness. Traditionally, however, many educators associate adult education with the type of instructional services provided by the evening adult education center with classes for high school completion and personal development. Traditional adult education services are based on the concept that learning is a lifelong continuous process.

The adult educator is concerned with providing necessary information to meet the instructional needs of adult learners and to promote the philosophy of lifelong learning. The role of the adult educator is concerned both with expressed needs of today and with learning skills required for tomorrow. The role is dynamic both in content and process as today becomes yesterday and tomorrow becomes today. The knowledge and skills of the adult educator requires continuous updating and refinement just as those of the adult learners

who are served. Staff development for adult educators is an important commitment to the concept or philosophy of learning as a lifelong process. Staff development for adult educators is at the heart of lifelong learning for professionals and is evidence of a commitment to adult education itself.

Adult education has experienced tremendous growth in recent years. Growth can be noted in traditional programs as well as nontraditional programs. Accompanying this growth has been the demand for instructors who have expertise in content areas as well as the skills to be an effective adult educator. The supply of instructors with training or demonstrated abilities, has not been adequate to meet traditional program needs. Administrators have employed instructors who have had little or no training relating to adult education. The skills of many instructors of adults have been developed through on-the-job experiences. The development of professional abilities and commitment has been relegated to a haphazard trial and learn process.

This document represents both the efforts and commitment of a group of Florida's adult educators to develop a staff development model and training materials. The effort was guided by the belief that adult educators would enhance their abilities by sharing their concepts of essential adult educator competencies with others. Further, that adult educators could develop effective staff training materials for use for learning experiences for other adult educators.

PROCESS - A REFLECTION

Improvement of instructional services for adults will be accomplished through a process of staff development. Kozell and Ulmer state that process implies an order to the way events occur and a proper sequence to the way items are introduced. Also, that process implies an interest in the mechanisms for delivery of information. Process, as applied to this effort, relates to the order and sequence of developmental activities and the nature of staff development products produced.

This effort was aimed at those adult educators who had not benefited from training for adult education prior to involvement. The products developed and the process used is offered for staff training in other adult education settings.

The list of essential skills and knowledge was developed by a cross section of adult educators representing varied program areas and communities. Teachers and administrators were assembled in workshop settings and charged with the task of identifying and/or developing statements which described the knowledge and skills possessed by effective adult educators. The result of this effort was a draft listing over one hundred and fifty statements - also referred to as competencies. The draft list was shared with other adult educators charged with the task of refining and categorizing the statements. This effort resulted in a listing of eighty-eight statements grouped in five broad areas including Community Relations, Instructional Skills, Understanding the Learner, Interpersonal Relationships, and Curriculum Knowledge and Planning. Eleven of these

statements were considered essential. A third and final group of adult educators reviewed the listing and reduced it to sixty-nine statements, including ten considered essential for staff training. The review process afforded each adult educator the opportunity to reflect on his or her performance. It gave them opportunities to make self assessments of their competencies.

Self appraisal is considered a valuable form of staff training. It offers consistent and easily interpreted invitations for personal growth. Recognition of the value of self appraisal or self assessment was the essential element of this process. It also was the primary consideration for the development of both the self assessment inventory and the needs assessment instruments.

CONTENT

Designing staff training programs that are relevant and based on actual needs can be accomplished with a competency model. The listing of adult educator competencies provides specific assessment indicators and content guides. Competencies may serve as specific objectives for staff learning experiences.

The listing of adult educator competencies was developed by instructors of adults. It includes statements which describe the essential knowledge and skill desired for effective teaching of adults. Statements have been classified in five broad areas. Each area includes two key statements. These key statements are general content guides for designing programs:

Broad Area	Key Statements
Instructional Skills	Assess learning needs
	Use relevant and effective instructional methods
Interpersonal Relationships	Develop effective working relationships with adult learners
	Exhibit behavior reflecting respect for the dignity and worth of individuals
Curriculum Design	Develop and organize curriculum reflecting the needs of adult learners
	Develop appropriate goals and objectives for adult programs

Perspectives of Learning	Develop conditions which facilitate learning
	Demonstrate a commitment to life-long learning
Community Development	Understand the purposes of adult education within the community
	Assist individual adjustment to the changing nature of our society

The following listing includes the ten key statements as well as 59 indicator statements.

ESSENTIAL KNOWLEDGE AND SKILLS
FOR ADULT EDUCATORS

A List of Competencies

INSTRUCTIONAL SKILLS

ASSESS LEARNING NEEDS

Diagnose entry knowledge and skill of adult learners for a given set of instructional objectives

Use performance-based assessment procedures.

Provide for learner self-evaluation.

Recognize symptoms of physical deficiencies that may hinder performance.

Provide continuous feedback to learners on their education progress.

Keep records of class and individual progress.

USE RELEVANT AND EFFECTIVE INSTRUCTIONAL METHODS

Communicate in a coherent and logical manner.

Use sequential, relevant short-range instructional objectives.

Assist adult learners in development of problem-solving skills.

Apply instructional techniques which use the talents, abilities, and experience of group members.

Assist adults in the development and use of learning skills.

Provide practical activities for learning.

Adjust instructional techniques to meet immediate learning needs.

Promote self-directed learning.

INTERPERSONAL RELATIONSHIPS

DEVELOP EFFECTIVE WORKING RELATIONSHIPS WITH ADULT LEARNERS

Establish a basis for mutual respect with adult learners.

Interact constructively with adults.
(Approachable, friendly, responsive, and supportive)

Communicate effectively with adult learners.

Use reinforcement techniques.

Apply principles of group dynamics.

Respond positively to constructive criticism by making appropriate changes.

Observe adult learners expressing their ideas freely.

EXHIBIT BEHAVIOR REFLECTING A FEELING FOR THE DIGNITY AND WORTH OF INDIVIDUALS

Accept comments of adult learners with a positive attitude.

Solicit comments and expressions of adult learners.

Relate effectively to people from a variety of cultural, economic, and occupational backgrounds.

Assist in developing positive self-concepts by designing "success" opportunities for each learner.

Encourage the learner's growth through supportive communication.

CURRICULUM DESIGN

DEVELOP AND ORGANIZE CURRICULUM REFLECTING NEEDS OF ADULT LEARNERS

Provide curriculum for varying ability levels.

Identify needed topics and concepts of each subject taught.

Provide curricula which meets the individual's personal interests.

Provide curricula which assists adult learners to acquire employment skills.

Provide curriculum which stimulates a high level of aspiration.

Provide opportunities for adult learners to participate in the evaluation of curriculum.

Provide opportunities for adult learners to participate in curriculum development.

Relate adult developmental characteristics (sociological, psychological) to curricula selection.

DEVELOP APPROPRIATE GOALS AND OBJECTIVES FOR ADULT PROGRAMS

Help adults formulate their goals.

Construct learning objectives with measurable outcomes.

Apply adult learning theory to the process of program development.

PERSPECTIVES OF LEARNING

DEVELOP CONDITIONS WHICH FACILITATE LEARNING

Provide a suitable learning environment.

Reinforce positive attitudes toward adult learning.

Assist adult learners to develop positive attitudes towards lifelong learning.

Relate learning to immediate application.

Recognize signs of the potential adult dropout.

DEMONSTRATE A COMMITMENT TO LIFELONG LEARNING

Participate in adult education staff development programs.

Read professional literature.

Enroll in college courses for professional growth.

Attend conventions and conferences relevant to professional growth.

Participate actively in professional adult education organizations.

COMMUNITY DEVELOPMENT

UNDERSTAND THE PURPOSES OF ADULT EDUCATION WITHIN THE COMMUNITY

Understand the role of an adult educator.

Understand the national and state objectives and services of adult education.

Explain the role of adult education to both school and community.

Talk and act enthusiastically about the program.

Identify the major functions of community agencies which serve the social, educational, and training needs of adult learners.

Identify potential employment or on-the-job training opportunities within the community.

Know the social structure and characteristics of the community.

Use community resources in the classroom.

ASSIST INDIVIDUAL ADJUSTMENT TO THE CHANGING NATURE OF OUR SOCIETY

Invite learners to consider new roles in a changing society.

Use social skills which assist adult learners in developing a positive self-concept.

Assist adult learners in acquiring social skills to relate to others.

Recognize processes involved in community change.

ASSESSMENT

Assessment can take many forms for different purposes. A valid assessment can only result when interpretations are made sistent with intended purposes. The purpose of these instruments directly relate to staff development. These instruments were designed in different forms to meet varied program and individual needs. They are all staff development tools as well as planning vehicles.

The list of essential knowledge and skills was used to devise assessment instruments in three formats. Each format was field tested. A self assessment instrument was developed for use by adult educators to reflect upon their own performance. Needs assessment instruments were developed for both large and small group situations. The large group assessment includes three thirty-item instruments designed to provide program-wide information relating to ten key essential adult education competencies. The small group assessment includes sixty-nine items designed to provide individual and program-wide data relating to the ten key competencies.

The listing of essential knowledges and skills and the assessment instruments provide the adult education administrator with both content and assessment guides. These products are useful in developing relevant staff training programs.

ADULT EDUCATOR

SELF ASSESSMENT INVENTORY

PURPOSE

To provide the adult educator with the opportunity to make a self assessment of his or her perceived level of competence in relation to essential competencies.

DESIGN

This sixty-nine item instrument includes instructions, answer sheet, analysis key, and profile sheet.

PRODUCT

A profile is developed in relation to ten key competency statements.

ADULT EDUCATOR
SELF ASSESSMENT INVENTORY

PURPOSE

This instrument provides you with an opportunity to compare your perceptions of your performance and abilities as an adult educator with some important areas of concern. These areas relate to the role of the adult educator and were identified by practicing teachers of adults. It is hoped that you will carefully reflect on each statement and rate yourself accordingly.

This instrument is designed to be a professional and personal growth invitation. It is not intended to be used as a teacher evaluation or employment screening device.

The inventory includes a total of sixty-nine (69) items. These items directly relate to ten key statements. These key statements are essential competencies for an adult educator. They are the areas which you will be comparing yourself with.

Included with the inventory are an answer sheet, an analysis sheet, and a profile sheet. Instructions are provided to assist you in developing a profile of your performance relating to the ten key statements.

DIRECTIONS

This inventory includes statements relating to abilities or competencies which have been identified as important by a cross-section of adult educators. For each of items 1-69, indicate the degree of competence you think you now demonstrate. To assure a valid profile of competencies, it is essential that you respond

to every item. Mark your responses on the answer sheet provided. On the scale beside each item number on the answer sheet, circle the single numeral which best approximates your perception of your own competency regarding that item.

The five degrees of competency are defined as follows:

1. Have a slight degree of competency; a definite need for improvement.
2. Have some degree of competency; need for improvement.
3. Have a moderate degree of competency; some need for improvement.
4. Have a high degree of competency; may need improvement.
5. Have a superior degree of competency; no need for improvement.

EXAMPLE

To what degree do I, as a teacher of adults. . . .

Item #	Item	
64	Use reinforcement techniques	1 2 (3) 4 5
Meaning:	This indicates a moderate degree of competency and some need for improvement.	

When you have responded to each of the 69 items, transfer your responses to the **Analysis Key** in order to group your responses relating to the ten key statements. Calculate your average "score" for each key statement according to the instructions given on the **Analysis Key**.

The **Profile Sheet** is designed to give you an overall illustration of your performance and abilities in relation to the ten statements. It is hoped that this illustration will be of assistance to you in personal and professional growth.

ADULT EDUCATOR SELF ASSESSMENT INVENTORY

TO WHAT DEGREE DO I as an adult educator . . . . .

1. Provide for learner self-evalution.
2. Use sequential, relevant short-range instructional objectives.
3. Communicate effectively with adult learners.
4. Solicit comments and expressions of adult learners.
5. Develop and organize curriculum reflecting needs of adult learners.
6. Help adults formulate their goals.
7. Provide a suitable learning environment..
8. Attend conventions and conferences relevant to professional growth.
9. Explain the role of adult education to both school and community.
10. Recognize processes involved in community change.
11. Diagnose entry knowledge and skill of adult learners for a given set of instructional objectives.
12. Assist adults in the development and use of learning skills.
13. Provide curricula which meets the individual's personal interests.
14. Relate learning to immediate application.
15. Identify potential employment or on-the job training opportunities within the community.
16. Assist individual adjustment to the changing nature of our society.
17. Keep records of class and individual progress.
18. Apply principals of group dynamics.
19. Exhibit behavior reflecting a feeling for the dignity and worth of individuals.
20. Provide opportunities for adult learners to participate in curriculum development.
21. Develop appropriate goals and objectives for adult programs.
22. Read professional literature.
23. Understand the role of an adult educator.

TO WHAT DEGREE DO I as an adult educator . . . . .

24. Use social skills which assist adult learners in developing a positive self-concept.
25. Assess learning needs.
26. Promote self-directed learning.
27. Observe adult learners expressing their ideas freely.
28. Assist in developing positive self-concepts by designing "success"opportunities for each learner.
29. Provide curriculum for varying ability levels.
30. Assist adult learners to develop positive attitudes towards lifelong learning.
31. Establish a basis for mutual respect with adult learners.
32. Identify the major functions of community agencies which serve the social, educational, and training needs of adult learners.
33. Provide curriculum which stimulates a high level of aspiration.
34. Recognize symptoms of physical deficiencies that may hinder performance.
35. Apply instructional techniques which use the talents, abilities, and experiences of group members.
36. Demonstrate a commitment to lifelong learning.
37. Reinforce positive attitudes toward adult learning.
38. Use community resources in the classroom.
39. Use performance-based assessment procedures.
40. Use relevant and effective instructional methods.
41. Accept comments of adult learners with a positive attitude.
42. Relate adult developmental characteristics (sociological, psychological, and physiological) to curricula selection.
43. Construct learning objectives with measurable outcomes.
44. Develop conditions which facilitate learning.
45. Participate in adult education staff development programs.
46. Understand the purposes of adult education within the community.

TO WHAT DEGREE DO I as an adult educator . . . . .

47. Provide continuous feedback to learners on their educational progress.
48. Adjust instructional techniques to meet immediate learning needs.
49. Interact constructively with adults. (Approachable, friendly, responsive, supportive.)
50. Relate effectively to people from a variety of cultural, economic, and occupational backgrounds.
51. Provide opportunity for adult learners to participate in the evaluation of curriculum.
52. Apply adult learning theory to the process of program development.
53. Recognize signs of the potential adult dropout.
54. Enroll in college courses for professional growth.
55. Understand the national and state objectives and services of adult education.
56. Invite learners to consider new roles in a changing society.
57. Communicate in a coherent and logical manner.
58. Respond positively to constructive criticism by making appropriate changes.
59. Encourage the learner's growth through supportive communication.
60. Participate actively in professional adult education organization.
61. Talk and act enthusiastically.
62. Develop effective working relationships with adult learners.
63. Assist adult learners in development of problem-solving skills.
64. Use reinforcement techniques.
65. Provide curricula which assists adult learners to acquire employment skills.
66. Know the social structure and characteristics of the community.
67. Provide practical activities for learning.
68. Assist adult learners in acquiring social skills to relate to others.
69. Identify needed topics and concepts of each subject taught.

ADULT EDUCATOR
SELF ASSESSMENT INVENTORY

Please make a copy of the Answer Sheet, Analysis Sheet and Profile Sheet for your personal use. Please do not mark the pages in this booklet in order that other adult educators may use it.

ADULT EDUCATOR SELF ASSESSMENT INVENTORY
ANSWER SHEET

Directions: Circle the appropriate number for each item according to the directions at the beginning of the inventory.

1. 1 2 3 4 5	24. 1 2 3 4 5	47. 1 2 3 4 5
2. 1 2 3 4 5	25. 1 2 3 4 5	48. 1 2 3 4 5
3. 1 2 3 4 5	26. 1 2 3 4 5	49. 1 2 3 4 5
4. 1 2 3 4 5	27. 1 2 3 4 5	50. 1 2 3 4 5
5. 1 2 3 4 5	28. 1 2 3 4 5	51. 1 2 3 4 5
6. 1 2 3 4 5	29. 1 2 3 4 5	52. 1 2 3 4 5
7. 1 2 3 4 5	30. 1 2 3 4 5	53. 1 2 3 4 5
8. 1 2 3 4 5	31. 1 2 3 4 5	54. 1 2 3 4 5
9. 1 2 3 4 5	32. 1 2 3 4 5	55. 1 2 3 4 5
10. 1 2 3 4 5	33. 1 2 3 4 5	56. 1 2 3 4 5
11. 1 2 3 4 5	34. 1 2 3 4 5	57. 1 2 3 4 5
12. 1 2 3 4 5	35. 1 2 3 4 5	58. 1 2 3 4 5
13. 1 2 3 4 5	36. 1 2 3 4 5	59. 1 2 3 4 5
14. 1 2 3 4 5	37. 1 2 3 4 5	60. 1 2 3 4 5
15. 1 2 3 4 5	38. 1 2 3 4 5	61. 1 2 3 4 5
16. 1 2 3 4 5	39. 1 2 3 4 5	62. 1 2 3 4 5
17. 1 2 3 4 5	40. 1 2 3 4 5	63. 1 2 3 4 5
18. 1 2 3 4 5	41. 1 2 3 4 5	64. 1 2 3 4 5
19. 1 2 3 4 5	42. 1 2 3 4 5	65. 1 2 3 4 5
20. 1 2 3 4 5	43. 1 2 3 4 5	66. 1 2 3 4 5
21. 1 2 3 4 5	44. 1 2 3 4 5	67. 1 2 3 4 5
22. 1 2 3 4 5	45. 1 2 3 4 5	68. 1 2 3 4 5
23. 1 2 3 4 5	46. 1 2 3 4 5	69. 1 2 3 4 5

ANALYSIS KEY

Directions:

1. Complete the Answer Key below. Starting with column 1 (key statement #1), locate the items (in this case, Items 1, 11, 17, 25, 34, 39, 47) on your answer sheet and for each item enter the numeral (1-5) which you circled.

2. Total each column and divide the sum by the number of items in the column (rounding to the nearest whole number.) This will determine the average for that key statement.

3. Turn to the Inventory Profile sheet and enter the average for each key statement by inserting check marks in the appropriate boxes.

20.

Key Statement #

Example	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
1 4	1 ____	2 ____	3 ____	4 ____	5 ____	6 ____	7 ____	8 ____	9 ____	10 ____
21 3	11 ____	12 ____	18 ____	19 ____	13 ____	21 ____	14 ____	22 ____	15 ____	16 ____
40 5	17 ____	26 ____	27 ____	28 ____	20 ____	43 ____	30 ____	36 ____	23 ____	24 ____
63 4	25 ____	35 ____	31 ____	41 ____	29 ____	52 ____	37 ____	45 ____	32 ____	56 ____
71 3	34 ____	40 ____	49 ____	50 ____	33 ____		44 ____	54 ____	38 ____	68 ____
77 3	39 ____	48 ____	58 ____	59 ____	42 ____		53 ____	60 ____	46 ____	
	47 ____	57 ____	62 ____		51 ____				55 ____	
		63 ____	64 ____		65 ____				61 ____	
		67 ____			69 ____				66 ____	
4										
6/ 22	7/ ____	9/ ____	8/ ____	6/ ____	9/ ____	4/ ____	6/ ____	6/ ____	9/ ____	5/ ____

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PROFILE SHEET

Directions: Working from the Analysis Key, enter the average for each key statement by inserting checkmarks in the appropriate box.

Key Statements		PROFILE				
		1	2	3	4	5
1. Assess learning needs.	1.					
2. Use relevant and effective instructional methods.	2.					
3. Develop effective working relationships with adult learners.	3.					
4. Exhibit behavior reflecting a feeling for the dignity and worth of individuals.	4.					
5. Develop and organize curriculum reflecting needs of adult learners.	5.					
6. Develop appropriate goals and objectives for adult programs.	6.					
7. Develop conditions which facilitate learning.	7.					
8. Demonstrate a commitment to lifelong learning.	8.					
9. Understand the purpose of adult education within the community.	9.					
10. Assist individual adjustment to the changing nature of our society.	10.					

USE THIS INFORMATION TO ASSIST YOU IN LEARNING MORE ABOUT ADULT EDUCATION AND IMPROVING YOUR ABILITIES

ADULT EDUCATION

NEEDS ASSESSMENT SURVEY

(Large Program Design)

PURPOSES

a. To provide adult educators with an opportunity to make a self assessment of their perceived level of competency in relation to essential competencies.

b. To provide staff developers with information relating to instructor perceived training needs.

DESIGN

This survey includes three different instruments each with thirty items. An equal number of each of the instruments are used in a survey. The instruments are similar in that each include the ten key competency statements. The remaining twenty statements are different in each form. One set of the three forms includes all of the essential competency statements. This survey is recommended for use with large groups as the administration time is relatively short and it is easily adapted for machine scoring.

PRODUCT

A profile is developed by grouping all instructor responses to determine the average for each key competency.

ADULT EDUCATION

STAFF TRAINING NEEDS ASSESSMENT SURVEY

Large Program Design

PURPOSE

This instrument is designed to provide program administrators descriptive information regarding the staff development needs of adult educators. Information is solicited through an anonymous assessment and compiled on a total program basis. This assessment is not a faculty evaluation. Information gathered through this process will assist program administrators in planning effective staff development activities and providing leadership which will improve the quality of services provided for adult learners.

DIRECTIONS

This inventory includes statements relating to abilities or competencies which have been identified as important by a cross section of adult educators. For each of items 1-30, indicate the degree of competence you think you now demonstrate. To assure a valid profile, it is essential that you respond to every item. Mark your responses in the spaces provided next to the statements. Circle the letter which best approximates your perception of your own performance regarding that item.

The five degrees of competency are defined as follows:

a. Have a slight degree of competency; a definite need for improvement.

b. Have some degree of competency; a need for improvement.

c. Have a moderate degree of competency; some need for improvement.

d. Have a high degree of competency; may need improvement.

e. Have a superior degree of competency; no need for improvement.

EXAMPLE

TO WHAT DEGREE DO I AS AN ADULT EDUCATOR....

Item #		
21	Assess learning needs	21. a b (c) d e

Meaning: This indicates that you think you have a moderate degree of competency and need some improvement.

FORM A

INVENTORY OF ADULT EDUCATOR COMPETENCIES

DIRECTIONS: Circle the appropriate number for each item according to the directions on the preceding page. Please respond to every item.

TO WHAT DEGREE DO I AS AN ADULT EDUCATOR .....

1. Help adults formulate their goals.	1. a b c d e
2. Communicate effectively with adult learners.	2. a b c d e
3. Exhibit behavior reflecting a feeling for the dignity and worth of individuals.	3. a b c d e
4. Provide opportunities for adult learners to participate in curriculum development.	4. a b c d e
5. Assist adults in the development and use of learning skills.	5. a b c d e
6. Develop conditions which facilitate learning.	6. a b c d e
7. Solicit comments and expressions of adult learners.	7. a b c d e
8. Enroll in college courses for professional growth.	8. a b c d e
9. Understand the purposes of adult education within the community.	9. a b c d e
10. Relate learning to immediate application.	10. a b c d e
11. Provide continuous feedback to learners on their educational progress.	11. a b c d e
12. Develop effective working relationships with adult learners.	12. a b c d e
13. Provide curricula which meets the individual's personal interests.	13. a b c d e
14. Understand the national and state objectives and services of adult education.	14. a b c d e
15. Use relevant and effective instructional methods.	15. a b c d e
16. Observe adult learners expressing their ideas freely.	16. a b c d e
17. Use social skills which assist adult learners in developing a positive self-concept.	17. a b c d e
18. Develop appropriate goals and objectives for adult programs.	18. a b c d e
19. Assist adult learners in development of problem-solving skills.	19. a b c d e
20. Invite learners to consider new roles in a changing society.	20. a b c d e
21. Assess learning needs.	21. a b c d e
22. Identify potential employment or on-the-job training opportunities within the community.	22. a b c d e
23. Provide curriculum for varying ability levels.	23. a b c d e
24. Demonstrate a commitment to lifelong learning.	24. a b c d e
25. Diagnose entry knowledge and skill of adult learners for a given set of instructional objectives.	25. a b c d e
26. Participate actively in professional adult education organizations.	26. a b c d e
27. Assist individual adjustment to the changing nature of our society.	27. a b c d e
28. Adjust instructional techniques to meet immediate learning needs.	28. a b c d e
29. Assist in developing positive self-concepts by designing "success" opportunities for each learner.	29. a b c d e
30. Develop and organize curriculum reflecting needs of adult learners.	30. a b c d e

ADULT EDUCATION

STAFF TRAINING NEEDS ASSESSMENT SURVEY

Large Program Design

PURPOSE

This instrument is designed to provide program administrators descriptive information regarding the staff development needs of adult educators. Information is solicited through an anonymous assessment and compiled on a total program basis. This assessment is not a faculty evaluation. Information gathered through this process will assist program administrators in planning effective staff development activities and providing leadership which will improve the quality of services provided for adult learners.

DIRECTIONS

This inventory includes statements relating to abilities or competencies which have been identified as important by a cross section of adult educators. For each of items 1-30, indicate the degree of competence you think you now demonstrate. To assure a valid profile, it is essential that you respond to every item. Mark your responses in the spaces provided next to the statements. Circle the letter which best approximates your perception of your own performance regarding that item.

The five degrees of competency are defined as follows:

a. Have a slight degree of competency; a definite need for improvemen

b. Have some degree of competency; a need for improvement.

c. Have a moderate degree of competency; some need for improvement.

d. Have a high degree of competency; may need improvement.

e. Have a superior degree of competency; no need for improvement.

EXAMPLE

TO WHAT DEGREE DO I AS AN ADULT EDUCATOR....

Item #		
21	Assess learning needs	21. a b (c) d e

Meaning: This indicates that you think you have a moderate degree of competency and need some improvement.

FORM B

INVENTORY OF ADULT EDUCATOR COMPETENCIES

DIRECTIONS: Circle the appropriate number for each item according to the directions on the preceding page. Please respond to every item.

TO WHAT DEGREE DO I AS AN ADULT EDUCATOR .....

1. Construct learning objectives with measurable outcomes.	1. a b c d e
2. Interact constructively with adults. (Approachable, friendly, responsive, and supportive)	2. a b c d e
3. Exhibit behavior reflecting a feeling for the dignity and worth of individuals.	3. a b c d e
4. Understand the role of an adult educator.	4. a b c d e
5. Provide practical activities for learning.	5. a b c d e
6. Develop conditions which facilitate learning.	6. a b c d e
7. Relate effectively to people from a variety of cultural, economic, and occupational backgrounds.	7. a b c d e
8. Participate in adult education staff development programs.	8. a b c d e
9. Understand the purposes of adult education within the community.	9. a b c d e
10. Provide a suitable learning environment.	10. a b c d e
11. Recognize symptoms of physical deficiencies that may hinder performance.	11. a b c d e
12. Develop effective working relationships with adult learners.	12. a b c d e
13. Provide curriculum which stimulates a high level of aspiration.	13. a b c d e
14. Explain the role of adult education to both school and community.	14. a b c d e
15. Use relevant and effective instructional methods.	15. a b c d e
16. Apply principles of group dynamics.	16. a b c d e
17. Recognize processes involved in community change.	17. a b c d e
18. Develop appropriate goals and objectives for adult programs.	18. a b c d e
19. Communicate in a coherent and logical manner.	19. a b c d e
20. Assist adult learners to develop positive attitudes towards lifelong learning.	20. a b c d e
21. Assess learning needs.	21. a b c d e
22. Identify the major functions of community agencies which serve the social, educational, and training needs of adult learners.	22. a b c d e
23. Identify needed topics and concepts of each subject taught.	23. a b c d e
24. Demonstrate a commitment to lifelong learning.	24. a b c d e
25. Use performance-based assessment procedures.	25. a b c d e
26. Use community resources in the classroom.	26. a b c d e
27. Assist individual adjustment to the changing nature of our society.	27. a b c d e
28. Promote self-directed learning.	28. a b c d e
29. Encourage the learner's growth through supportive communication.	29. a b c d e
30. Develop and organize curriculum reflecting needs of adult learners.	30. a b c d e

ADULT EDUCATION

FORM C

STAFF TRAINING NEEDS ASSESSMENT SURVEY

Large Program Design

PURPOSE

This instrument is designed to provide program administrators descriptive information regarding the staff development needs of adult educators. Information is solicited through an anonymous assessment and compiled on a total program basis. This assessment is not a faculty evaluation. Information gathered through this process will assist program administrators in planning effective staff development activities and providing leadership which will improve the quality of services provided for adult learners.

DIRECTIONS

This inventory includes statements relating to abilities or competencies which have been identified as important by a cross section of adult educators. For each of items 1-30, indicate the degree of competence you think you now demonstrate. To assure a valid profile, it is essential that you respond to every item. Mark your responses in the spaces provided next to the statements. Circle the letter which best approximates your perception of your own performance regarding that item.

The five degrees of competency are defined as follows:

a. Have a slight degree of competency; a definite need for improvement.

b. Have some degree of competency; a need for improvement.

c. Have a moderate degree of competency; some need for improvement.

d. Have a high degree of competency; may need improvement.

e. Have a superior degree of competency; no need for improvement.

EXAMPLE

TO WHAT DEGREE DO I AS AN ADULT EDUCATOR....

Item #		
21	Assess learning needs	21. a b (c) d e

Meaning: This indicates that you think you have a moderate degree of competency and need some improvement.

INVENTORY OF ADULT EDUCATOR COMPETENCIES

DIRECTIONS: Circle the appropriate number for each item according to the directions on the preceding page. Please respond to every item.

TO WHAT DEGREE DO I AS AN ADULT EDUCATOR .....

1. Apply adult learning theory to the process of program development.	1. a b c d e
2. Use reinforcement techniques.	2. a b c d e
3. Exhibit behavior reflecting a feeling for the dignity and worth of individuals.	3. a b c d e
4. Relate adult developmental characteristics (sociological, psychological, and physiological) to curricula selection.	4. a b c d e
5. Apply instructional techniques which use the talents, abilities, and experiences of group members.	5. a b c d e
6. Develop conditions which facilitate learning.	6. a b c d e
7. Accept comments of adult learners with a positive attitude.	7. a b c d e
8. Read professional literature .	8. a b c d e
9. Understand the purposes of adult education within the community.	9. a b c d e
10. Reinforce positive attitudes toward adult learning.	10. a b c d e
11. Keep records of class and individual progress.	11. a b c d e
12. Develop effective working relationships with adult learners.	12. a b c d e
13. Provide opportunities for adult learners to participate in the evaluation of curriculum.	13. a b c d e
14. Talk and act enthusiastically about the program .	14. a b c d e
15. Use relevant and effective instructional methods.	15. a b c d e
16. Respond positively to constructive criticism by making appropriate changes.	16. a b c d e
17. Invite learners to consider new roles in a changing society.	17. a b c d e
18. Develop appropriate goals and objectives for adult programs.	18. a b c d e
19. Use sequential, relevant short-range instructional objectives.	19. a b c d e
20. Recognize signs of the potential adult dropout.	20. a b c d e
21. Assess learning needs.	21. a b c d e
22. Know the social structure and characteristics of the community.	22. a b c d e
23. Provide curricula which assists adult learners to acquire employment skills.	23. a b c d e
24. Demonstrate a commitment to lifelong learning.	24. a b c d e
25. Provide for learner self-evaluation.	25. a b c d e
26. Attend conventions and conferences relevant to profassional growth.	26. a b c d e
27. Assess learning needs.	27. a b c d e
28. Establish a basis for mutual respect with adult learners.	28. a b c d e
29. Assist adult learners in acquiring social skills to relate to others.	29. a b c d e
30. Develop and organize curriculum reflecting needs of adult learners.	30. a b c d e

ADULT EDUCATION

NEEDS ASSESSMENT SURVEY

(Small Program Design)

PURPOSES

a. To provide adult educators with an opportunity to make a self assessment of their perceived level of competency in relation to essential competencies.

b. To provide staff developers with information relating to instructor perceived training needs.

DESIGN

This sixty-nine item instrument includes instructions and space for responses. It may be hand scored or adapted for machine scoring. This instrument is recommended for use in programs with less than sixty teachers.

PRODUCT

A profile is developed by grouping all instructor responses to determine the average for each key competency.

ADULT EDUCATION

STAFF TRAINING NEEDS ASSESSMENT SURVEY

Small Program Design

PURPOSE

This instrument is designed to provide program administrators descriptive information regarding the staff development needs of adult educators. Information is solicited through an anonymous assessment and compiled on a total program basis. This assessment is not a faculty evaluation. Information gathered through this process will assist program administrators in planning effective staff development activities and providing leadership which will improve the quality of services provided for adult learners.

DIRECTIONS

This inventory includes statements relating to abilities or competencies which have been identified as important by a cross section of adult educators. For each of items 1-69, indicate the degree of competence you think you now demonstrate. To assure a valid profile, it is essential that you respond to every item. Mark your responses in the spaces provided next to the statements. Circle the number which best approximates your perception of your own performance regarding that item.

The five degrees of competency are defined as follows:

1. Have a slight degree of competency; a definite need for improvement.
2. Have some degree of competency; a need for improvement.
3. Have a moderate degree of competency; some need for improvement.
4. Have a high degree of competency; may need improvement.
5. Have a superior degree of competency; no need for improvement.

EXAMPLE

TO WHAT DEGREE DO I AS AN ADULT EDUCATOR.....

Item #		
64	Use reinforcement techniques	64. 1 2 (3) 4 5

Meaning: This indicates that you think you have a moderate degree of competency and need some improvement.

INVENTORY OF ADULT EDUCATOR COMPETENCIES

DIRECTIONS: Circle the appropriate number for each item according to the directions on the preceding page. Please respond to every item.

TO WHAT DEGREE DO I AS AN ADULT EDUCATOR.....

1. Provide for learner self-evaluation.	1. 1 2 3 4 5
2. Use sequential, relevant short-range instructional objectives.	2. 1 2 3 4 5
3. Communicate effectively with adult learners.	3. 1 2 3 4 5
4. Solicit comments and expressions of adult learners.	4. 1 2 3 4 5
5. Develop and organize curriculum reflecting needs of adult learners.	5. 1 2 3 4 5
6. Help adults formulate their goals.	6. 1 2 3 4 5
7. Provide a suitable learning environment.	7. 1 2 3 4 5
8. Attend conventions and conferences relevant to professional growth.	8. 1 2 3 4 5
9. Explain the role of adult education to both school and community.	9. 1 2 3 4 5
10. Recognize processes involved in community change.	10. 1 2 3 4 5
11. Diagnose entry knowledge and skill of adult learners for a given set of instructional objectives.	11. 1 2 3 4 5
12. Assist adults in the development and use of learning skills.	12. 1 2 3 4 5
13. Provide curricula which meets the individual's personal interests.	13. 1 2 3 4 5
14. Relate learning to immediate application.	14. 1 2 3 4 5
15. Identify potential employment or on-the-job training opportunities within the community.	15. 1 2 3 4 5
16. Assist individual adjustment to the changing nature of our society.	16. 1 2 3 4 5
17. Keep records of class and individual progress.	17. 1 2 3 4 5
18. Apply principles of group dynamics.	18. 1 2 3 4 5
19. Exhibit behavior reflecting a feeling for the dignity and worth of individuals.	19. 1 2 3 4 5
20. Provide opportunities for adult learners to participate in curriculum development.	20. 1 2 3 4 5
21. Develop appropriate goals and objectives for adult programs.	21. 1 2 3 4 5
22. Read professional literature.	22. 1 2 3 4 5
23. Understand the role of an adult educator.	23. 1 2 3 4 5

TO WHAT DEGREE DO I AS AN ADULT EDUCATOR....

24. Use social skills which assist adult learners in developing a positive self-concept.	24. 1 2 3 4 5
25. Assess learning needs.	25. 1 2 3 4 5
26. Promote self-directed learning.	26. 1 2 3 4 5
27. Observe adult learners expressing their ideas freely.	27. 1 2 3 4 5
28. Assist in developing positive self-concepts by designing "success" opportunities for each learner.	28. 1 2 3 4 5
29. Provide curriculum for varying ability levels.	29. 1 2 3 4 5
30. Assist adult learners to develop positive attitudes towards lifelong learning.	30. 1 2 3 4 5
31. Establish a basis for mutual respect with adult learners.	31. 1 2 3 4 5
32. Identify the major functions of community agencies which serve the social, educational, and training needs of adult learners.	32. 1 2 3 4 5
33. Provide curriculum which stimulates a high level of aspiration.	33. 1 2 3 4 5
34. Recognize symptoms of physical deficiencies that may hinder performance.	34. 1 2 3 4 5
35. Apply instructional techniques which use the talents, abilities, and experiences of group members.	35. 1 2 3 4 5
36. Demonstrate a commitment to lifelong learning.	36. 1 2 3 4 5
37. Reinforce positive attitudes toward adult learning.	37. 1 2 3 4 5
38. Use community resources in the classroom.	38. 1 2 3 4 5
39. Use performance-based assessment procedures.	39. 1 2 3 4 5
40. Use relevant and effective instructional methods.	40. 1 2 3 4 5
41. Accept comments of adult learners with positive attitude.	41. 1 2 3 4 5
42. Relate adult developmental characteristics (sociological, psychological, and physiological) to curricula selection.	42. 1 2 3 4 5
43. Construct learning objectives with measurable outcomes.	43. 1 2 3 4 5
44. Develop conditions which facilitate learning.	44. 1 2 3 4 5
45. Participate in adult education staff development programs.	45. 1 2 3 4 5
46. Understand the purposes of adult education within the community.	46. 1 2 3 4 5

TO WHAT DEGREE DO I AS AN ADULT EDUCATOR....

47. Provide continuous feedback to learners on their educational progress.	47. 1 2 3 4 5
48. Adjust instructional techniques to meet immediate learning needs.	48. 1 2 3 4 5
49. Interact constructively with adults. (Approachable, friendly, responsive, supportive).	49. 1 2 3 4 5
50. Relate effectively to people from a variety of cultural, economic, and occupational backgrounds.	50. 1 2 3 4 5
51. Provide opportunity for adult learners to participate in the evaluation of curriculum.	51. 1 2 3 4 5
52. Apply adult learning theory to the process of program development.	52. 1 2 3 4 5
53. Recognize signs of the potential adult dropout.	53. 1 2 3 4 5
54. Enroll in college courses for professional growth.	54. 1 2 3 4 5
55. Understand the national and state objectives and services of adult education.	55. 1 2 3 4 5
56. Invite learners to consider new roles in a changing society.	56. 1 2 3 4 5
57. Communicate in a coherent and logical manner.	57. 1 2 3 4 5
58. Respond positively to constructive criticism by making appropriate changes.	58. 1 2 3 4 5
59. Encourage the learner's growth through supportive communication.	59. 1 2 3 4 5
60. Participate actively in professional adult education organizations.	60. 1 2 3 4 5
61. Talk and act enthusiastically.	61. 1 2 3 4 5
62. Develop effective working relationships with adult learners.	62. 1 2 3 4 5
63. Assist adult learners in development of problem-solving skills.	63. 1 2 3 4 5
64. Use reinforcement techniques.	64. 1 2 3 4 5
65. Provide curricula which assists adult learners to acquire employment skills.	65. 1 2 3 4 5
66. Know the social structure and characteristics of the community.	66. 1 2 3 4 5
67. Provide practical activities for learning.	67. 1 2 3 4 5
68. Assist adult learners in acquiring social skills to relate to others.	68. 1 2 3 4 5
69. Identify needed topics and concepts of each subject taught.	69. 1 2 3 4 5